

Subject	Autumn	Spring	Summer
<u>English</u>	<ul style="list-style-type: none"> <li>➤ <b>Narratives</b> (part and complete) based on a well-known text and on a range of visual literacy stimuli</li> <li>➤ <b>Playscripts</b> – including development of stage directions, character voice and scenes</li> <li>➤ Reading, writing and performing <b>song lyrics</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Adventure stories</b> – plot, suspense, resolution; developing editing skills</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Persuasive text – formal letter</b></li> </ul>
Throughout Y6: <b>Recount</b> – <i>biography and autobiography, diaries, newspaper reports and journalistic writing</i> Revision of features of non-chronological reports and explanations, using content from other subject areas			
<u>Maths</u>	<i>In a spiral curriculum over the year:</i> Number (number, place value, addition and subtraction, multiplication and division, fractions including decimals and percentages), ratio and proportion, algebra, measurement, geometry (properties of shapes, position and direction), statistics		
<u>Religious Education</u>	<ul style="list-style-type: none"> <li>➤ What is the Bible's big story and what does it reveal about having faith in God?</li> <li>➤ Do fame and Christian faith go together?</li> </ul> <p>Christmas: How would Christians advertise Christmas to show what Christmas means today?</p>	<p>World Faith – Judaism and comparative study What does it mean to be a Jew? <b>Visit to Jewish Museum (Camden)</b></p> <p>Easter: How does the Christian festival of Easter offer hope?</p>	<ul style="list-style-type: none"> <li>➤ How do people express their ideas about God?</li> <li>➤ Who decides?</li> </ul>
<u>Science</u>			<ul style="list-style-type: none"> <li>➤ Living things and their habitats</li> <li>➤ Animals, including humans (diet, drugs, lifestyle)</li> <li>➤ Evolution and inheritances</li> <li>➤ Light</li> <li>➤ Electricity</li> </ul>
<u>Art and Design</u> (examples)	<ul style="list-style-type: none"> <li>➤ Clay modelling - <i>Ancient Greek art, architecture and pottery</i></li> <li>➤ Study of a famous artist – <i>Roy Lichtenstein</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Perspective drawing and colour mixing water colours – <i>John Constable and paintings of Hampstead Heath</i></li> <li>➤ Tonal shading and blending – <i>chalk pastel drawings expressing faith through the arts</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Designing staging and 3D Props and study of a famous set designer - <i>staging and props for production</i></li> <li>➤ Line drawing and tonal shading - <i>charcoal drawings of fossils, Mary Anning</i></li> <li>➤ Botanical drawings, detail, observational drawing</li> </ul>
<u>Computing Coding</u>	<ul style="list-style-type: none"> <li>➤ <i>Scratch</i> – make a more complex game, Hour of Code website</li> <li>➤ Design and develop an app - <b>City Learning Centre visit</b></li> </ul>		
<u>eSafety</u>	<ul style="list-style-type: none"> <li>➤ <i>SMART crew</i>. Appropriate use of online gaming, mobile phones, email etc. Assessing websites' reliability. Cross-checking facts. <i>Film: JigSaw, Joe's story</i>.</li> <li>➤ Understanding the web – decoding URL, tabs, effective searching, bookmarks, history.</li> </ul>		
Digital Literacy	➤ leaflet – <i>History (publisher/word)</i>	➤ <i>type story – English (word)</i>	➤ <i>presentation–science (powerpoint)</i>
<u>Design and Technology</u> (examples)	<ul style="list-style-type: none"> <li>➤ Textiles: Combining different fabric shapes and finishing (<i>Christmas decorations</i>)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Electrical systems: monitoring and control (<i>CLC visit – alarm systems</i>)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Electrical systems (more complex switches): computer controlled (<i>moving vehicles</i>)</li> </ul>
<u>Geography</u>	<ul style="list-style-type: none"> <li>➤ How do places and people around the world link together? (Human geography: settlements, land use, economic activity, trade links, natural resources)</li> </ul>		
<u>History</u>	<ul style="list-style-type: none"> <li>➤ How did the Ancient Greeks shape the way we live our lives today? (Ancient Greece and its influence on the western world; the legacy of Greek culture on later period in British history, including today) <b>Visit to British Museum</b></li> </ul>		
<u>PSHE and Citizenship</u>	<p><b>Relationships and diversity</b></p> <ul style="list-style-type: none"> <li>➤ Positive and healthy relationships</li> <li>➤ What is marriage and civil partnership</li> <li>➤ Gender identities</li> </ul>	<p><b>Health and well-being</b></p> <ul style="list-style-type: none"> <li>➤ Changes: puberty (revisit from Y5) transition, loss, separation, bereavement</li> <li>➤ Pressure; where it comes from and how to resist; Habits</li> <li>➤ Alcohol, tobacco, energy drinks, drugs education</li> </ul>	<p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>➤ Images- media and in reality</li> <li>➤ Exploring how the media and social media presents information</li> <li>➤ Enterprise and development of enterprise skills</li> <li>➤ Early careers information</li> </ul>
<u>Languages (French)</u>	<ul style="list-style-type: none"> <li>➤ Future tense with <i>aller</i>, make plans for a visit, recap days of the week, landmarks in Paris and London, use of pronouns <i>il/ils, elle/elles</i>, adjectives for physical and personality description, noun and adjective agreement for describing your family, verbs in present tense, <i>avoir</i> for possession and age, variety of uses of <i>être</i></li> </ul>		
<u>Music</u>	<ul style="list-style-type: none"> <li>➤ Exploring Composition; Exploring Beat, Sounds and Pitch</li> <li>➤ Exploring Structure; Exploring Performance and Listening; Exploring Notation</li> </ul>		
<u>Physical Education</u>	<ul style="list-style-type: none"> <li>➤ Skills development leading to invasion games</li> <li>➤ Gymnastics</li> <li>➤ Outdoor and adventurous activities: school journey</li> </ul>	<ul style="list-style-type: none"> <li>➤ Health and Fitness</li> <li>➤ Skills development/Dance</li> </ul>	<ul style="list-style-type: none"> <li>➤ Athletics including cross country</li> <li>➤ Skills development leading to striking and fielding and racket games</li> </ul>

### Example curriculum links in Year 6

<b>Ancient Greece</b> <ul style="list-style-type: none"><li>• History: Ancient Greece and wider impact</li><li>• PSHE: democracy</li><li>• Art: clay pots and Greek design</li><li>• Science – investigations and Archimedes</li></ul>	<b>Judaism</b> <ul style="list-style-type: none"><li>• RE: What does it mean to be a Jew?</li><li>• DT: breadmaking – challah bread</li><li>• Maths: nets for making a mezzuzah</li></ul>
<b>The heart</b> <ul style="list-style-type: none"><li>• Science: the human body – circulations and how the heart works</li><li>• Art: creating a heart using wool</li><li>• Maths: data collection and handling – heart rate over time</li><li>• PSHE: healthy lifestyles</li></ul>	<b>Fossils</b> <ul style="list-style-type: none"><li>• Science: evolution, how fossils are formed and what we can learn from them</li><li>• Art: botanical drawings, creating ‘fossils’ from clay</li><li>• Computing (digital literacy): formatting a newspaper report</li><li>• English: newspaper report about Mary Anning</li></ul>